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ABSTRACT

This action research project evaluated an intervention to improve primary, intermediate, and special education student responsibility in a middle class community located near a metropolitan area in northeastern Illinois. Participating were students in first grade, fourth grade, and communication development classes. Lack of student responsibility was documented through teacher observation and surveys, parent and student surveys, and videotapes. The resulting intervention focused on improving students' use of time, listening skills, verbal control, having needed supplies and a clean desk, finishing in-school assignments, checking work carefully, completing homework, and other behaviors suggested by students. The intervention consisted of using of a daily checklist, brainstorming using graphic organizers, practicing self-evaluation, working with peers, using positive time fillers, and completing daily assignment books. Listening activities, teacher and student role modeling, and active student involvement in making choices were also part of the intervention. Teacher, student, and parent surveys, teacher anecdotal records, daily student checklists, and video documentation were again used to assess the effects of the interventions. Post-intervention data indicated that students were developing an awareness and honesty in self-monitoring their responsibility skills. Students' critical thinking and problem-solving skills improved with their assuming ownership of their responsibility skills. Parents indicated that their children showed improvement in all areas, especially in correctly completing assigned tasks. Teachers indicated that students made major improvements in all targeted areas. (Four appendices include data collection instruments and sample instructional materials. Contains 23 references.) (KB)

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STUDENT RESPONSIBILITY IN SCHOOL AND HOME ENVIRONMENTS

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Georgine Robilotta

An Action Research Project Submitted to the Graduate Faculty of the

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ABSTRACT

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DATE: May 1997 SITE: Tinley Park III

TITLE: Student Responsibility in School and Home Environments

ABSTRACT: This report describes a program for improving student responsibility in the school environments. The targeted population consisted of primary, intermediate, and special education students in a growing middle class community located near a major metropolitan area in northeastern Illinois. The problem of lack of student responsibility was documented through data showing low sense of ownership in the area of responsibility.

Analysis of probable cause data revealed students lack knowledge of the basic rules needed to assume ownership of responsibility. Faculty reports showed a critical need for student improvement in the area of responsibility skills. Parents surveys reinforced the evidence of inadequate responsibility skills. Student surveys initially showed that students were unaware of problems in this area. Over the course of the research project, students developed an awareness of the importance of taking ownership of their responsibility skills. Reviews of current literature document this is a wide-spread problem across society regardless of age, race, economic status, ability, or gender.

A review of solution strategies suggested by distinguished sources, combined with an analysis of the problem setting has resulted in the selection of nine major categories of intervention: wise use of time; good listening skills; appropriate verbal control; having all supplies, clean desk; finishing in-school assignments; checking work carefully; completing homework; and aspects suggested by students.

Post intervention data indicated that students were developing an awareness and honesty in self-monitoring their responsibility skills. Students'critical thinking and problem solving skills improved with their assuming ownership of their responsibility skills. The interventions and strategies throughout the action research project resulted in students becoming more responsible for their actions, and internalizing responsibility skills.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

Students of the targeted elementary classes exhibit a lack of responsibility in their school and home environments. Dorothy Rich (1988) defines responsibility - *doing what's right*. Evidence for the existence of the problem includes classroom teachers' observations; students',parents', and teacher surveys; checklists; anecdotal records; and video documentation.

Immediate Problem:Setting A

Kirby Elementary School, one of five elementary and two middle schools in Kirby School District 140, houses 611 students in early childhood through fifth grades. Based on the 1996-1997 school year figures, the average class size for each grade level is as follows: Early childhood - 6.67, kindergarten - 24.5, first grade - 27.0, second grade - 26.25, third grade - 26.34, fourth grade - 27.14, fifth grade - 30.29. There are two half-day early childhood classes, one full-day early childhood class, four kindergarten classes, four first grade classes, four second grade classes, three third grade classes, three fourth grade classes, a fourth/fifth grade split class, three fifth grade classes and one communication development class. The building consists of two wings and a lower level, with self-contained classrooms and a media center. The first wing houses kindergarten, first and second grades. The second wing houses second, third, fourth grade, the media center, and special education. The lower level houses fourth and fifth grades.

As of September,1995, the racial-ethnic makeup reported for Kirby students was 94.7 percent White, 0.7 percent Black, 3.2 percent Hispanic, 1.5 percent Asian Pacific Islander, and 0.0 percent Native American.

The percentage of students eligible for bilingual education is 0.8 percent, which is lower than the district average of 1.5 percent. The attendance rate at Kirby is 95.6 percent compared to 95.9 percent district wide. The student mobility rate, which is based on the number of times students enroll or leave a school during the course of the school year is 14.4 percent. This is higher than the district rate of 6.4 percent. Students who were absent from school without a valid cause for ten percent of the last 180 school days comprise 0.0 percent at Kirby and 0.1 percent at the district level.(Kirby Elementary School Report Card, 1996).

The staff at Kirby is comprised of 35 teachers, 34 females and one male. Sixteen teachers have their master's degrees. The average number of years experience is 12.8.

Students are heterogeneously assigned to a classroom. The core subject areas and time devoted to them are as follows: mathematics - 60 minutes, science - 30 minutes, language arts - 150 minutes, and social studies - 30 minutes. In addition to core subjects, students in first through fifth grades receive three 30 minute periods of physical education, two 30 minute periods of music, and one 35 minute period of art each week. Kindergarten students receive two thirty minute periods of physical education.

Students in third grade are assessed by the state of Illinois in reading, math, and writing. Fourth graders are assessed by the state in science and social studies. In addition, students in

second and fifth grades are given the California Test of Basic Skills (C.T.B.S.). All students are assessed quarterly on a district wide report card. Students in kindergarten through second grades receive letter grades consisting of E (excellent), S (satisfactory), N (needs improvement), and U (unsatisfactory). Students in third through fifth grades receive letter grades consisting of A (92-100), B (85-91), C (72-84), D (65-71) F (0-64), and P (Passing).

Students in kindergarten use *Heath Literacy* (1996), first and second grades use *Silver Burdett Ginn Literature Works* (1996), third through fifth grades use *Harcourt Brace Treasury of Literature* (1996). The Whole Language philosophy is incorporated into the language arts program, using literature to enhance the teaching of strategies and skills. This approach also enriches the entire district core curriculum. In third through fifth grades, the *Daily Oral Language* (1992) approach is used throughout the year. Students in first through fifth grades use *Houghton Mifflin Spelling* (1994)in their classrooms. Teachers in second through fifth grades use *Power Writing* (1982) to improve students' writing skills. The *Accelerated Reader* (1993), a computer reading program is available to all students in third through fifth grades, as an incentive program.

In math, students in kindergarten through second grades are taught by their regular teachers and are not grouped by ability. In first and second grades, the Macmillan/McGraw Hill, *Mathematics in Action Series* (1991) is used. Kindergarten through second grades also utilize *Math Their Way* (1976) by Center for Innovation. Students in third through fifth grades are ability

grouped for math. Third through fifth grades use MacMillan/McGraw-Hill, *Mathematics in Action Series* (1991).

The World Around Us (1993) by Macmillan/McGraw-Hill is the social studies series for first through fifth grades. Kindergarten students are taught through thematic units. The science series used by first through fifth grades is *Science Horizons* (1993) by Silver Burdett Ginn. The Developmental Approach to Science and Health (D.A.S.H.) program (1990) is also utilized in kindergarten through fifth grades.

Computer education is scheduled for third through fifth grades. Students receive one 30 minute session in the computer lab each week. All classroom have a computer for use by the students.

A Learning Disabilities Program is offered to children in need. Title I intervention and Reading Enrichment and Language Mastery (R.E.A.L.M.) are available to students who need additional assistance in reading and language. Tutoring is available after school for students who show difficulty in the areas of language arts and math. The Gifted, Academically Talented Education (G.A.T.E.) program provides opportunities for academic enrichment. The Learning Center teacher provides library skills for students in grades three through five, and math enrichment in first and second grades. Various clubs and sport activities are available to students who express an interest in these after school activities. Kirby Elementary School provides short-term educational services to students whose families are temporarily housed at the Crisis Center for South Suburbia.

Kirby Elementary School has an active Parent Teacher Organization (P.T.O.). Parent volunteers help at fund raisers, hot

lunch programs, and are always willing to assist at various school activities.

Immediate Problem:Setting B

Grissom Junior High School, one of two middle and five elementary schools in Kirby School District 140, houses 808 students in sixth through eighth grades. Based on the 1996-1997 school year figures, the average class size for each grade level is as follows: sixth grade - 28.5, seventh grade - 29.7, eighth grade - 28.5. There are ten sixth grade classes, nine seventh grade classes, and nine eighth grade classes, sixth through eighth grade instructional classes, and one communication development class. The school is a twenty-one years old two-story building, with self-contained classrooms, and a media center. The lower level houses sixth and seventh grades. The upper level houses eighth grade, special education classrooms and the media center.

As of September, 1995 the racial-ethnic reported for Grissom students was 94.9 percent White, 1.0 percent Black, 2.3 percent Hispanic, 1.7 percent Asian Pacific Islander and 0.1 percent Native American. The percentage of students eligible for bilingual education is 1.5 percent, which is equal to the district average. The attendance rate at Grissom is 95.9 percent as compared to 95.9 percent district wide. The student mobility rate, which is based on the number of times students enroll or leave a school during the course of the school year is 4.4 percent. This is lower than the district rate of 6.4 percent. Students who were absent from school without a valid cause for ten percent of the last 180 school days comprise 0.5 percent at Grissom and 0.1 percent at the district level. (Grissom Junior School Report Card, 1996).

The staff at Grissom is comprised of 51 teachers, 40 females and 11 males. Thirty-seven teachers have their master's degrees. The average number of years experience is 14.2.

Students are heterogeneously assigned to a classroom. The core subject areas and time devoted to them are as follows: mathematics - 44 minutes, science - 44 minutes, language arts - 88 minutes, and social studies - 44 minutes. Grissom Junior High School uses a team-teaching environment and operates under a middle school philosophy. There are five educational teams for teaching the core curriculum. The enrichment staff of five teachers provide education in the enrichment areas of computers, art, foreign language, music, and applied technology. The physical education staff is made up of five teachers instructing in the areas of physical education, health, and modern life skills. The special resource classes are self-contained and main streamed into the classrooms. Clusters of gifted students are scheduled into most of the regular education classrooms. The students meet and work once a week with a gifted coordinator. The media center is available to students and staff members at all times.

The students are assessed by the Illinois Goal Assessment Program in grades sixth, seventh, and eighth. The sixth grade students are assessed in reading, mathematics, and writing. The seventh grade students are assessed in science and social studies. The eighth grade students are assessed in reading, mathematics, and writing. The California Test of Basic Skills (C.T.B.S.) is another instrument used in the assessments of students in grade seven. The students at Grissom Junior High School are also evaluated by district-made local assessment tests in grades six,

seven, and eight. Students are assessed quarterly on district report cards. Letter grades are given as follows: A (92-100), B (85-91), C (72-84), D (65-71), F(0-64), P (Passing), and I (Incomplete).

All students in sixth through eighth grades use the McDougal, Littell *Literature and Language* (1994). The connection of reading and writing across the curriculum is accomplished through the use of Lee Pensinger's *Power Writing* (1982) along with *Daily Oral Language* (1992), Houghton Mifflin *Spelling* (1994), and McDougal, Littell's *The Writer's Craft* (1995). The *Accelerated Reader* (1993), a computer reading program is available to all students as as incentive program.

The mathematics series used at Grissom Junior High are as follows: Macmillan, McGraw-Hill, *Mathematics in Action* (1991), grade six; University of Chicago, *Transition and Algebra* (1990), grades seven and eight; University of Chicago, *Geometry* (1991), grade eight.

The science curriculum for grades sixth through eighth is Prentice Hall, *Science* (1993). The social science curriculum for grade six utilized Macmillan, McGraw-Hill, *The World Past and Present* (1993) and *Daily Oral Geography* (1992). Grades seven and eight use Scott Foresman, *America, the People and the Dream* (1994) in conjunction with *Geography Building Skill* (1990) by Glencoe, McGraw-Hill.

Title I intervention and Reading Enrichment and Language Mastery (R.E.A.L.M.) are available to students who need additional assistance in reading and language. After school tutoring is available to students needing additional help in language arts and

math. The Learning Center teacher provides library skills and reference assistance to students. Various after school clubs and intermural sport activities are sponsored. Grissom Junior High School provides short term educational services to students whose families are temporarily housed at the Crisis Center for South Suburbia.

Grissom Junior High School has an energetic Parent Teacher Organization (P.T.O.). Parent volunteers help at fund raisers, hot lunch programs, and are always eager to assist at various school functions.

Description of Surrounding Communities:Settings A & B

Kirby Elementary and Grissom Junior High Schools are located in Tinley Park, Illinois. In this district, 95.4 percent of the population is White, 0.4 percent of the population is Black, 2.1 percent is Hispanic, and 2.1 is Asian Pacific Islander. Of the 4,573 students enrolled, 1.0 percent are from lower income families, 1.4 percent are limited English proficient. One hundred percent of the teachers are White. Male teachers comprise 11.0 percent and females account for 89 percent of the teaching staff. The average years of teaching experience in the district is 11.8 years, with an average salary of $34,044. The pupil-teacher ratio is 22:1. Teachers with a master's degree and beyond comprise 47.7 percent of the total 236 teachers. The administrators have an average salary of $64,840,and the pupil-administrator ratio is 285.8:1.(Kirby Elementary School Report Card, 1995).

Kirby Elementary and Grissom Junior High School are located in the community of Tinley Park, incorporated as a village in 1892. Tinley Park is a southwestern suburb of Chicago, Illinois.

It is adjacent to Orland Park. Tinley Park consists of 13.8 square miles with a population of over 40,000. As of 1992, the average home value in Tinley Park was $139,611. The average household income was $56,719. More than 95 percent of the population was White. The median age was 33. Of the population of Tinley Park, 32.7 percent are high school graduates, 24.6 percent have some college credit, 7.1 percent have an associate degree, 14.5 percent have a bachelor degree, and 6.4 percent have graduate degrees. Part of the labor force consists of 9.9 percent having some high school credit, and 4.8 percent having only elementary school experience.(Tinley Park Census, 1993).

National Context of the Problem

The national education system has traditionally considered the teacher accountable for student responsibility. In today's society of complex life styles, parents tend to overlook poor responsibility habits. With a new century approaching, the focus on student responsibility needs to become more centered on student ownership. Today's children, both in school and at home, need to become more self-directed and realize that they alone, are accountable for their responsibility skills. We expect students to be responsible, therefore we must provide them with the opportunity to learn and practice responsibility.(McCabe & Rhoades, 1992). Students who accept ownership of these skills, develop a pride and honesty that will remain throughout their lives. Today at all levels of society, every school is being challenged to teach responsibility, honesty, trustworthiness, and hard work.(Clinton/Gore'96 Campaign). Our future depends on students who are able to internalize these responsibility skills.

CHAPTER 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

In order to document the problem of students not taking sufficient responsibility in their home and school environments, student surveys (Appendix A), parent home surveys (Appendix A), teacher observations (Appendix A), teacher surveys from students' previous teachers, with follow up teacher surveys provided by current teachers (Appendix A), anecdotal records, and video documentation were used to report data collected throughout this research project. There were 96 students involved in the project, of which 94 students' survey responses were reported in Figure 1. Of the 96 parents of the involved students, 81 participated in the initial parent survey during September. The parents' survey responses were reported in Figure 2.

September teacher observations were completed by current year teachers. Four teachers were involved in the observation process. These responses are reported in Figure 3. September teachers surveys were completed by the previous year's teachers. Eight teachers were involved in the survey process. These responses are reported in Figure 4. A summary of the results of the surveys is presented to document the research project data.

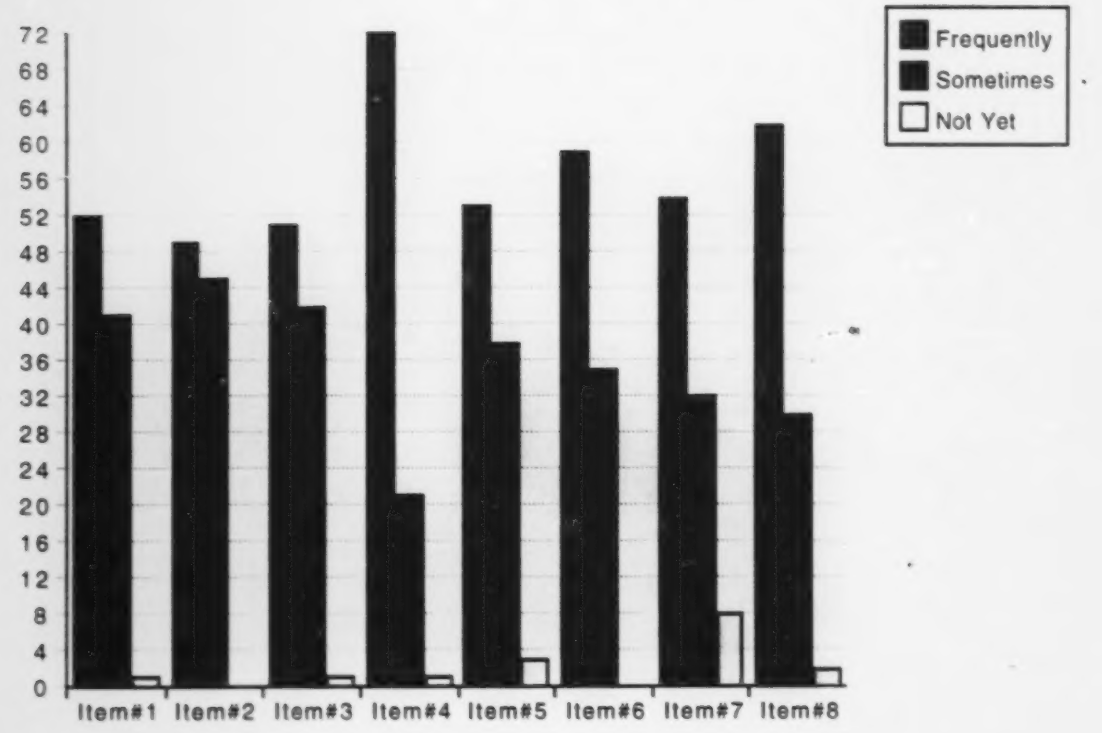

Figure 1 September Student Survey

The Student Survey was completed by 94 students during the school day and monitored by teachers. The survey consisted of the eight items listed below. Items were discussed and clarified for the benefit of the student.

Item #1 addressed the students' ability to make good choices of how to use their time in school. Fifty-two students recorded that they frequently made good choices of how to use his/her time in school. Forty-one students recorded that they sometimes made good choices of how to use their time in school. One student recorded the inability to make good choices of how to use his/her time in school.

Item #2 addressed the students' ability to listen attentively. Forty-nine students recorded that they frequently listened attentively. Forty-five students recorded that they sometimes listened attentively. None of the students recorded the inability to listen attentively.

Item #3 addressed the students' ability to raise their hand when they want to say something. Fifty-one students recorded that they frequently raised their hand when they wanted to say something. Forty-two students recorded that they sometimes raised their hand when they wanted to say something. One student recorded the inability to raise his/her hand when he/she wanted to say something.

Item #4 addressed the students' ability to have all their supplies. Seventy-two students recorded that they frequently had their school supplies. Twenty-one students recorded that they sometimes had their school supplies. One student recorded the inability to have their school supplies.

Item #5 addressed the students' ability to have a clean desk/work area. Fifty-three students recorded that they frequently had a clean desk/work area. Thirty-eight students recorded that they sometimes had a clean desk/work area. Three students recorded the inability to have a clean desk/work area.

Item #6 addressed the students' ability to finish their work on time. Fifty-nine students recorded that they frequently finish their work on time. Thirty-five students recorded that they sometimes finish their work on time. None of the students recorded the inability to finish their work on time.

Item #7 addressed the students' ability to check their work carefully. Fifty-four students recorded that they frequently checked their work carefully. Thirty-two students recorded that they sometimes checked their work carefully. Eight students recorded the inability to check their work carefully.

Item #8 addressed the students' ability to return homework on time. Sixty-two students recorded that they frequently return homework on time. Thirty students recorded that they sometimes return homework on time. Two students recorded the inability to return homework on time.

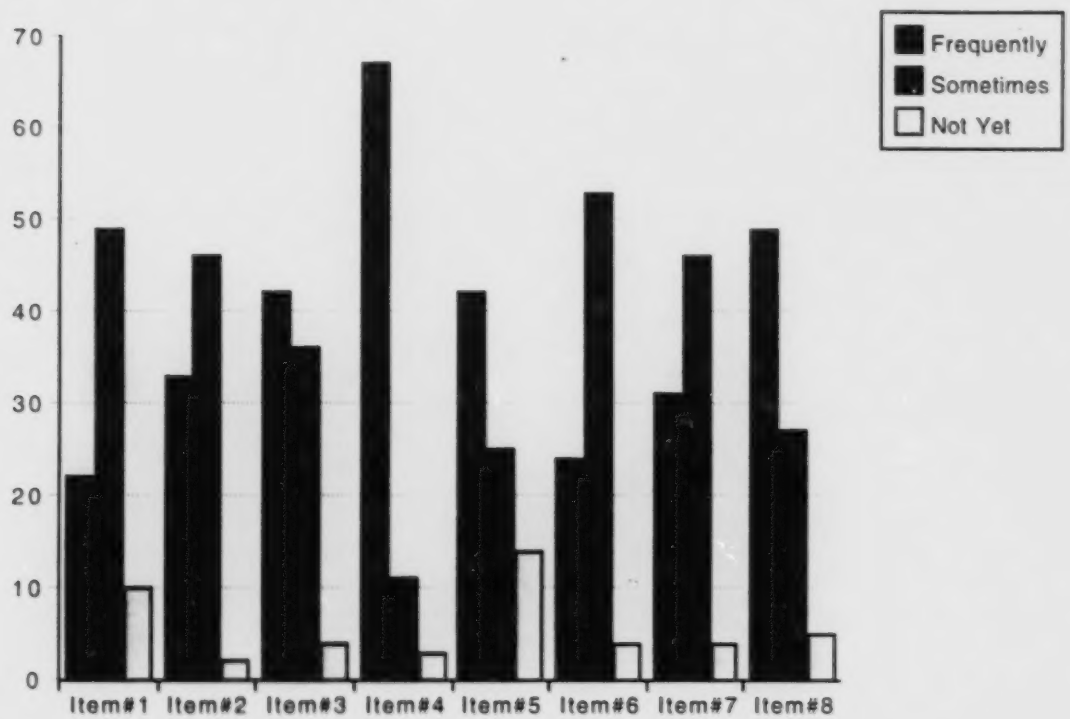

Figure 2 September Parent Survey

The Parent Survey was completed for 81 students by their parents in the home environment. The survey consisted of the

eight items listed below.

Item #1 addressed the students' ability to use time wisely. Twenty-two students frequently used time wisely. Forty-nine students sometimes used time wisely. Ten students were not yet able to use time wisely.

Item #2 addressed the students' ability to listen attentively and follow directions. Thirty-three students frequently listened attentively and followed directions. Forty-six students sometimes listened attentively and followed directions. Two students were not yet able to listen attentively and follow directions.

Item #3 addressed the students' ability to use manners during conversations with others. Forty-one students were frequently able to use manners during conversations. Thirty-six students were sometimes able to use manners during conversations. Four students were not yet able to use manners during conversations.

Item #4 addressed the students' ability to bring home school/teacher communications. Sixty-seven students were frequently able to bring home school/teacher communications. Eleven students were sometimes able to bring home school/teacher communications. Three students were unable to bring home school/teacher communications.

Item #5 addressed the students' ability to have an organized study area. Forty-two students frequently had an organized study area. Twenty-five students sometimes had an organized study area. Fourteen students did not have an organized study area.

Item #6 addressed the students' ability to complete chores. Twenty-four students were frequently able to complete chores. Fifty-three students were sometimes able to complete chores. Four

students were not able to complete chores.

Item #7 addressed the students' ability to complete chores appropriately. Thirty-one students were frequently able to complete chores appropriately. Forty-six students were sometimes able to complete chores appropriately. Four students were not able to complete chores appropriately.

Item #8 addressed the students' ability to complete homework willingly. Forty-nine students were frequently able to complete homework willingly. Twenty-seven students were sometimes able to complete homework willingly. Five students were not able to complete homework willingly.

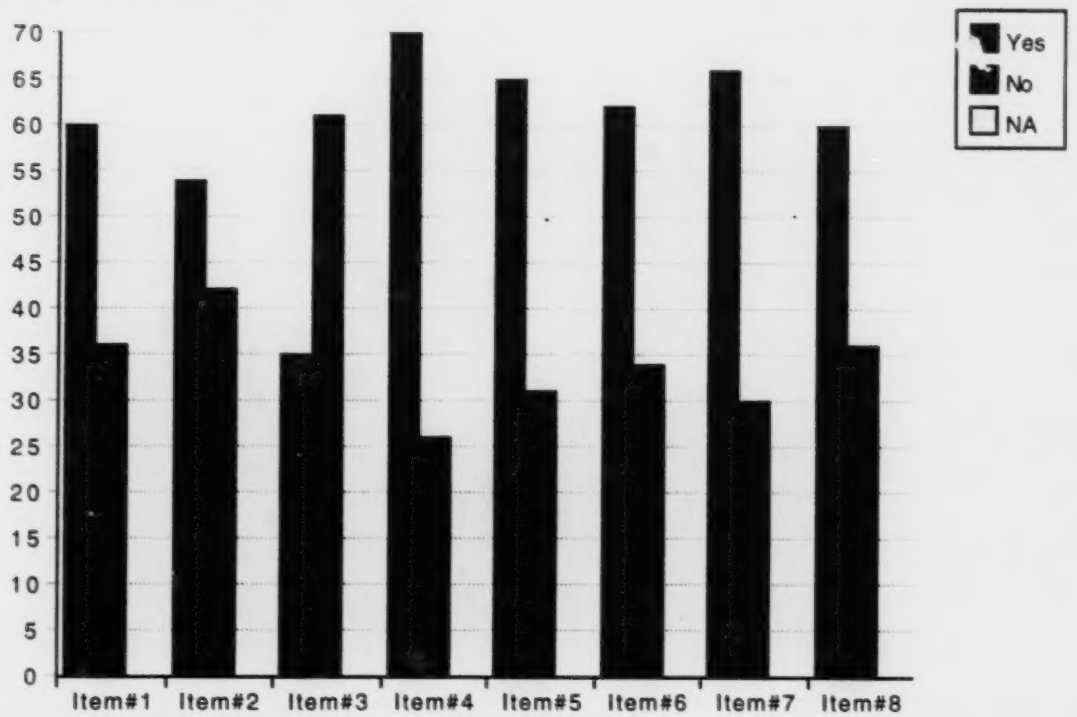

Figure 3 September Teacher Observation

The Teacher Observation was completed for 96 students during the school day. The observation consisted of the eight items

listed below.

Item #1 addressed the students' ability to use time wisely. Sixty students did use time wisely. Thirty-six students did not use time wisely.

Item #2 addressed the students' ability to listen attentively and follow directions. Fifty-four students were able to listen attentively and follow directions. Forty-two students were unable to listen attentively and follow directions.

Item #3 addressed the students' ability to choose appropriate times to talk. Thirty-five students were able to choose appropriate times to talk. Sixty-one students were unable to choose appropriate times to talk.

Item #4 addressed the students' ability to be prepared for class. Seventy students were prepared for class. Twenty-six students were not prepared for class.

Item #5 addressed the students' ability to have an organized desk/work area. Sixty-five students had an organized desk/work area. Thirty-one students did not have an organized desk/work area.

Item #6 addressed the students' ability to complete assignments. Sixty-two students were able to complete assignments. Thirty-four students were not able to complete assignments.

Item #7 addressed the students' ability to work carefully and neatly. Sixty-six students were able to work carefully and neatly. Thirty students were not able to work carefully and neatly.

Item #8 addressed the students' ability to complete homework on time. Sixty students were able to complete homework on time. Thirty-six students were not able to complete homework on time.

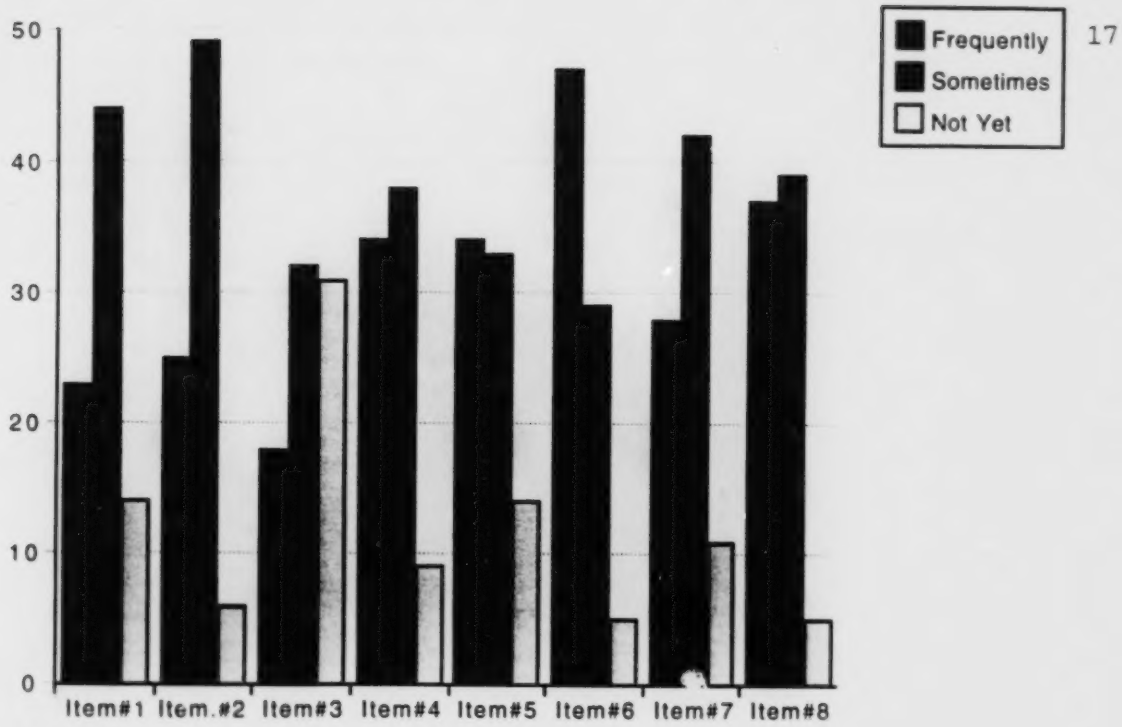

Figure 4 September Teacher Survey

The Teacher Survey was completed for 81 students by the previous year's teachers. The survey consisted of the eight items listed below.

Item #1 addressed the students' ability to use time wisely. Twenty-three students frequently used time wisely. Forty-four students sometimes used time wisely. Fourteen students were not yet able to use time wisely.

Item #2 addressed the students' ability to listen attentively and follow directions. Twenty-five students frequently listened attentively and followed directions. Forty-nine students sometimes listened attentively and followed directions. Seven students were not yet able to listen attentively and follow directions.

Item #3 addressed the students' ability to choose appropriate times to talk. Eighteen students were frequently able to choose

appropriate times to talk. Thirty-two students were sometimes able to choose appropriate times to talk. Thirty-one students were not yet able to choose appropriate times to talk.

Item #4 addressed the students' ability to be prepared for class. Thirty-four students were frequently prepared for class. Thirty-eight students were sometimes prepared for class. Nine students were unable to demonstrate that they were prepared for class.

Item #5 addressed the students' ability to have an organized desk/work area. Thirty-four students frequently had an organized desk/work area. Thirty-three students sometimes had an organized desk/work area. Fourteen students did not have an organized desk/work area.

Item #6 addressed the students' ability to complete assignments. Forty-seven students were frequently able to complete assignments. Twenty-nine students were sometimes able to complete assignments. Five students were not able to complete assignments.

Item #7 addressed the students' ability to work carefully and neatly. Twenty-eight students were frequently able to work carefully and neatly. Forty-two students were sometimes able to work carefully and neatly. Eleven students were not able to work carefully and neatly.

Item #8 addressed the students' ability to complete homework on time. Thirty-seven students were frequently able to complete homework on time. Thirty-nine students were sometimes able to complete homework on time. Five students were not able to complete homework on time.

In evaluating the previously mentioned figures, all data confirmed the premise that there was room for significant improvement in all areas of responsibility being measured. Students had a tendency to be more positive when evaluating themselves. Parents were slightly more realistic when assessing their children. Initial observations by the current year's teachers were biased in the students' favor perhaps due to the time of year and limited interaction with students prior to the completion of the survey. Surveys completed by the previous year's teachers, reinforced the incontestable need to teach and reinforce responsibility skills to students involved in this project.

Probable Causes

Current literature suggests that students' lack of responsibility in the home and school environment is widespread. "Many teachers complain about the problem of getting students to be responsible for their own learning. If word of mouth is an indicator, this problem is serious and becoming more so." (Bacon, 1993,p.199). If students do not become more responsible in their daily lives, growth cannot occur. "It has been said that working with students is like working with aliens from outer space who just landed on Earth. They do not know the 'rules'- the customs and mores associated with the culture. Socially accepted ways of behaving are not instinctual, but must be learned." (Chamberlin and Chambers, 1994, p.204). Researchers believe the aspects of responsibility must be taught through modeling and direct instruction. When this is done successfully, students take ownership of responsibility. The internalizing of this trait becomes a life long habit, thus fostering responsible adults.

Fisher (1994) states that primary grade students' lack of responsibility does interfere with instructional time. When this occurs valuable teaching time is lost and undesirable traits may develop. If unchecked, this will interfere with academic progress across the grade levels. As educators, we can not assume responsibility is instinctive. Students need more than to be told how to be responsible. "Responsibility needs to be actively taught." (Chamberlin and Chambers, 1994, p.204). Following the lead of Chamberlin and Chambers, the aspects of responsibility that need to be taught, as deemed by the research team include: making good choices of how to use time, being a good listener, raising hand when wanting to say something, having all supplies, maintaining a clean desk/work area, finishing in-school assignments, checking work carefully, completing homework on time, and additional aspects as suggested by students.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

After reviewing the literature on solution strategies, we found that researchers and experts suggested possible solution strategies for the lack of student responsibility in their home and school environment. The possible strategies included: good choices of how to use time, good listening, raising hand when student wants to say something, having all supplies, clean desk/work area, finishing in-school assignments, checking work carefully, completing homework on time, and additional aspects as suggested by students.

According to Bacon (1993) students who are being "responsible" will do the work without constant reminders or prodding. Students who are being "held responsible" will do the work only when someone is somehow forcing them to do so. Students who are being responsible are internalizing and taking ownership of their actions. Students who are being held responsible complete tasks for the task's sake, with no personal growth and development. This distinction may seem minor, but the optimal goal of this research project is to develop responsible students who take ownership of their own behavior.

Students underprepared to meet the organizational demands of the school environment are found in almost every classroom, yet few curricula include units on organizational skills development as reported by Slade (1986). Researchers concur that because this limited availability of published curricular materials in the

areas of organization and responsibility skills supports the essential need to implement the following action plan.

Good Choices of How to Use Time

Slade (1986) believed that if students are aware of the classroom's "rhythm," they should next develop the length of time each step, activity, or set of activities will take. These students will be able to build on prior experiences to shorten transition time. Students will be better able to use their time more productively.

Good Listening Skills

Children do not listen to all that they are told, and children's interest thus becomes an important aspect in teaching them to listen as reported by Peck (1990). Students will become active listeners if they are interested in the subject matter, and thus active learners. Once active listening skills have developed, they will be used instinctively. Good listening skills are an integral part of learning.

Raising Hand When Wanting to Speak

According to Brooks and Kann (1992) students who acquire habits of personal responsibility become better students in all areas. They become more considerate of others speaking, and wait to offer their input. This results in a more organized classroom, where everyone has a chance to participate. Students will appreciate their time to articulate when they know everyone is attentive.

Having All Supplies

Research compiled by the United States Department of Education (1993) states that children need help getting organized.

This skill is important both at home and at school. Students can only benefit from knowing where important items are and being able to locate them quickly. This lessens frustration and promotes a positive environment.

Clean Desk/Work Area

Rich (1988) believed that children need to take care of their own property and that this self-reliance will carry over in all environs of their lives. Students who can manage to maintain the area around them, will benefit from the ability to locate needed items. This will result in less frustration and time lost from learning.

Finishing In-School Assignments

Students ability to work independently is a trait to be developed in a way that will become internalized within the child. This attribute is a necessary part of student growth and development in life. Part of the ability to work independently relies on a proficiency to organize content, material, and time as stated by Shields and Heron (1989). Additional aspects of successful skills are reviewing, checking, locating, and assessing materials needed for classroom work as reported by Nelson-Nasca (1993).

Checking Work Carefully

Children have the ability to self-assess work they have completed, and through this, internalize the thinking involved in the process as suggested by Glazer (1996). When they check their own work, students develop and maintain ownership of the learning that has occurred. Students become more focused and the learning environment becomes enhanced as reported by Wack (1994).

Completing Homework

Students' ability to complete assignments outside of school requires special application of acquired skills. As cited by Haman (1985) the ability to set aside, plan, and arrange a time between now and tomorrow are necessary for completing tasks outside of the school setting. If not learned at an early age, frustration and loss of motivation can occur.

Student Generated Aspects

Brooks and Kann (1993) indicated that all areas of development become more effective when students have a sense of ownership. They must become active participants in both forming goals and the means of achieving them. This ownership will result in creating a personal responsibility that will carry over into adulthood.

The researchers have chosen the nine solution strategies for improving student responsibility in home and school environments previously stated, as their main area of emphasis in this research project. These objectives will be monitored by students' daily home and school checklists and results will be evaluated by parents, students, and teachers periodically to record findings in established areas.

Project Objectives and Processes

The objective of the project was: efficient time use, good listening skills, appropriate verbal constraints, clean desks, having supplies, finishing work on time, checking work, and completing homework, and student selected items during the period of September 1996 through January 1997, the targeted first, fourth, and communication development students at the

two designated schools will show increased responsibility as measured by surveys, checklists, anecdotal records, and video documentation.

In order to accomplish the terminal objectives, the following processes were proposed:

1. Students will use a daily checklist.(Appendix B)
2. Students will brainstorm using graphic organizers.(Appendix C)
3. Students will role model appropriate responsibilities.
4. Students will self evaluate necessary items and situations.
5. Students will create specific areas for organization.
6. Students will develop personal modifications to assist in responsibilities.
7. Students will work with peers in a variety of ways.
8. Students will use daily assignment books, and appropriate checklists.(Appendix B)
9. Students will be actively involved in making choices.

Project Action Plan

This action plan followed the eight rules of responsibility as recorded on the students' checklist used throughout this study. Each major topic reflects a specific rule and possible interventions are listed.

I. Good choices of how to use time

A. Student filled out daily checklist.(Appendix B)

B. Modeling of positive time fillers was done in the classrooms.

C. Teacher and students brainstormed ways to use time

wisely and record on a graphic organizer.(Appendix C)

D. KWL, PMI, Mrs. Potter's Questions were used for self evaluation/reflection.(Appendix C)

II. Good listener

A. Student filled out daily checklist.(Appendix B)

B. Listening in Room 14 - Activities were used to strengthen auditory listening skills.

C. Teacher and students brainstormed ways to be a good listener and record on a graphic organizer(looking at the speaker, sit quietly when someone is speaking, being an active listener).(Appendix C)

D. Role playing was used to improve listening skills.

E. Classroom reading was done by students and teacher.

F. PMI/Mrs. Potter's Questions were used for self evaluation and reflection.(Appendix C)

III. Raising hand when student wants to say something

A. Student filled out daily checklist.(Appendix B)

B. T - Chart was used by students sharing feelings about being interrupted(Appendix C)

C. Behavior management strategies were used if needed. (Appendix D)

IV. Having all supplies

A. Student filled out daily checklist.(Appendix B)

B. Student reviewed daily supply list found on top of their desk.(Appendix B)

Primary grades: pencils, crayons, folders, scissors glue, library book, lunch

Intermediate grades: red and blue pens, pencils, folders, texts assignment notebook, spiral notebooks, homework, paper, lunch

C. Role modeling was used by both teachers and students to promote use of supply list.

D. "Beat the Clock" (transition game) Students participated in a short (five minute) game that requires quick retrieval of specific items from their desks. The teacher records the amount of time it takes for students to have only those items on their desks.

E. Ready for School Box - Each student made a personalized box, in school to be used at home in which to place all necessary materials/supplies needed for the next day of school.

F. Students used color coded folders/spirals as needed.

Primary grades: red (stops in school)
green (goes home)

Intermediate grades: color coded by subject areas.

V. Clean desk/ work area

A. Student filled out daily checklist.(Appendix B)

B. Buddy system - Students monitored/checked each others desks.

C. Modeling - Students developed and role played strategies to organize their desks.

VI. Finishing in-school assignments

A. Student filled out daily checklist.(Appendix B)

B. Buddy system (Peer monitoring) - Students checked each others work for accuracy and completion.

C. Incentive charts, marbles, random rewards were used to reinforce and encourage completed work.(Appendix D)

VII. Checking work carefully

A. Student filled out daily checklist.(Appendix B)

B. Buddy system (Peer monitoring) - Students checked each others' work for accuracy and completion.

C. KWL, PMI, Mrs. Potter's Questions were used for self evaluation/reflection (Appendix C)

D. Checklists were used to proofread written work. (semantic and syntax corrections)(Appendix B)

VIII. Completing homework on time

A. Student filled out daily checklist.(Appendix B)

B. Ready for School Box - Each student made in school and kept at home a special box in which to place all necessary materials/supplies needed for the next day of school.

C. Assignment notebooks were filled out daily by students and signed nightly by parents.(Appendix B)

D. Random rewards and homework passes were used to reinforce and encourage completed work.(Appendix D)

IX. Additional aspects as suggested by students

A. Student filled out daily checklist.(Appendix B)

B. "My Responsibility Pie" - Students divided pie chart into sections that denote degree of ownership (parent, teacher, friend, myself) of designated skill.(Appendix C)

Methods of Assessments

In order to assess the effects of the interventions, surveys (Appendix A) were distributed by the researchers. Survey results were collected and recorded in appropriate spaces on tables labeled September, November, and January. There were separate tables for parent surveys, student surveys, and teacher surveys. Changes were collated and results used to chart growth.

The daily student checklists(Appendix B) were used to log individual progress in the area of responsibility. Checklists were collected weekly and success levels were recorded by percentages. Teachers recorded weekly percentages and were able to observe changes in responsibility levels. Rewards were given when students achieved a specified percentage level.(Appendix D)

An additional method of assessment involved anecdotal records maintained by the teachers. This information was used to compare and contrast with student input to develop a more complete picture of each student's growth in the area of responsibility. Teacher input was an integral part of the assessment process.

The final assessment process used was video documentation to record changes in growth in students establishing ownership of their responsibility. Video taping of the designated behaviors occurred in September, November, and January of the study.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to improve the responsibility of students in both school and home environments. In order to accomplish this objective the following strategies were incorporated: student checklist for school and home, teacher observation, organizational aids, student participation and reflection, video taping, and student, parent and teacher surveys.

In the first strategy used, student checklists attached to each desk were used by the students to daily record their performance in targeted areas. These checklists were collected every Friday and recorded by the teacher. In addition, the students posted a ready for school list in an appropriate place at home.

Teacher observation was an ongoing strategy used throughout the action research. Researchers observed and recorded changes in student responsibility, both positive and negative. These results were utilized in formulating our conclusions and recommendations.

An additional strategy was the use of organization aids including: buddy system, modeling, and visual cues. In the buddy system, students were responsible to check on each other, encourage, and promote positive development of responsibility. Modeling was used to show appropriate strategies needed to be successful in targeted areas. Visual cues were used to remind students of necessary school supplies. (Appendix B)

Another strategy was student participation and reflection. Periodic discussions were used to PMI selected areas from the student checklists. Students generated ideas on how they could improve in chosen areas. Students also brainstormed about successful and less successful areas of concern.

To continue, intermittent video taping of student involvement was recorded during this action research project. Students were recorded making Ready for School Boxes, organizing and participating in a classroom Thanksgiving Feast, and a classroom discussion evaluating the effectiveness of the development of responsibility skills.

Finally, separate surveys were used for students, parents, and teachers. These surveys were completed at designated intervals throughout the project. Surveys were objective and results recorded were used regardless of accuracy. Results were tabulated and utilized in our conclusion and recommendations.

Presentation and Analysis

One way the intervention was assessed was through the use of surveys completed at preselected intervals during the span of the project. These surveys were divided into three specific areas: student, parent, and teacher. In each specific survey each of the eight following targeted areas were assessed: use of time, listening skills, manners during conversation, necessary supplies/communications, organized work/study area, completed assigned tasks, tasks done appropriately, and completed homework.

Another way the intervention was assessed was through teacher observations and anecdotal records. These observations and records were individually recorded by the researchers on a weekly basis

throughout the duration of the research project. Students were observed and information was recorded that was deemed significant to the study. A summary of the results is presented in Narrative of Teacher Observation and Anecdotal Records.

A final narrative includes the video taping and student interviews and reflections. This video taping documents student involvement in various cooperative activities during the research project, culminating with multi-grade level interviews concerning their feelings regarding the action research project.

Table 1

Comparison of Student Responsibility Survey Results

	September			November			January		
	F	S	N	F	S	N	F	S	N
Item 1	52	41	1	59	29	2	56	40	4
Item 2	49	45	0	57	29	4	56	38	6
Item 3	51	42	1	53	32	5	61	35	4
Item 4	72	21	1	61	26	3	69	26	5
Item 5	53	38	3	47	39	4	54	40	6
Item 6	59	35	0	57	31	2	52	45	3
Item 7	54	32	8	39	40	11	30	52	8
Item 8	62	30	2	49	36	5	60	34	6

F=Frequently S=Sometimes N=Not Yet

Student Survey Items:

1. I am making good choices of how to use my time in school.
2. I am a good listener.

3. I raise my hand when I want to say something.
4. I have all my supplies.
5. I have a clean desk/work area.
6. I finish all my work on time.
7. I check my work carefully.
8. I return my homework completed on time.

During the period of the intervention, students' survey results showed a developing awareness and honesty in their self monitoring of responsibility skills. Areas of significant growth as determined by students were listening skills and use of manners during conversations. Students deemed that completing homework and having an organized desk/work area were two skills where they still needed to show improvement. Students used their responsibility checklist as a guide when determining strengths and weaknesses. This allowed them to self-monitor immediately as behavior occurred. Students were then able to modify their behaviors appropriately. In September, students felt they had positive responsibility skills, but in reality, as the research project continued, they realized some of their behaviors were unsatisfactory and should be improved. By the end of the research project, students had a better understanding of responsibility skills and their ability to make positive changes. Student surveys showed that by the January survey,the students were more honest and constructively critical in their self evaluation.

Table 2

Comparison of Parent Responsibility Results

	September			January		
	F	S	N	F	S	N
Item 1	22	49	10	29	48	1
Item 2	33	46	2	36	40	2
Item 3	41	36	4	46	30	2
Item 4	67	11	3	65	12	1
Item 5	42	25	14	33	41	4
Item 6	24	53	4	38	38	2
Item 7	31	46	4	43	35	1
Item 8	49	27	5	55	21	2

F=Frequently S=Sometimes N=Not Yet

Parent Survey Items:

1. Uses time wisely
2. Listens attentively/follows directions
3. Uses manners during conversations with others
4. School/teacher communications brought home (notes, forms, newsletters, etc.)
5. Organized study area
6. Completes chores
7. Chores done appropriately
8. Completes homework willingly

During the period of the intervention, parent survey results showed that parents felt their children showed improvement in all

areas especially in correctly completing assigned tasks. Parents also noted a growth in their children's ability to use time wisely and organize their study area. Parents surveys showed an overall positive reflection of the action research project. Parents' comments throughout the research project were both positive and supportive. Parents commented that they agreed with the need for responsibility skills to be taught in school with at home reinforcement. Parents found their children were more cooperative in caring out at home responsibility skills, since the project was initiated in the school setting.

Table 3

Comparison of Teacher Responsibility Survey Results

	September			November			January		
	F	S	N	F	S	N	F	S	N
Item 1	23	44	14	47	42	6	64	33	3
Item 2	25	49	6	39	54	2	59	36	5
Item 3	31	32	18	43	44	8	60	39	1
Item 4	34	38	9	59	33	3	71	23	6
Item 5	34	33	14	41	48	6	55	38	7
Item 6	47	29	5	62	31	2	67	26	7
Item 7	28	42	11	40	52	3	61	33	6
Item 8	37	39	5	42	49	4	68	25	7

F=Frequently S=Sometimes N=Not Yet

Teacher Survey Items:

1. Uses time wisely

2. Listens attentively/follows directions
3. Excessive/inappropriate talking
4. Prepared for class
5. Speaks at appropriate times
6. Completes assignments
7. Works carefully and neatly
8. Homework completed on time

During the period of the intervention, teacher survey results showed that the students made major improvements in all targeted areas in the action research project. Teachers also recorded growth in student responsibility in areas where the students had limited prior experience. Teacher surveys showed upward or parallel movement with little decline in responsibility skills. Teachers felt that the time given to teaching responsibility skills was beneficial and a necessary part of school curriculum at all grade levels. The students are independently carrying over the responsibility skills that were modeled for them during the action research project. Additional staff members have incorporated aspects of the research project,especially the student responsibility checklist, into their classroom curriculum on a daily basis. This action research project received strong support and encouragement from administrators.

Conclusions and Recommendations

Based on the presentation and the analysis of the data, the intervention strategies that the researchers employed were effective in increasing students' responsibility at school and at home. The researchers noted that the students developed and

accepted responsibility by assuming ownership. By using daily checklists and periodic surveys, the students became more realistic in their self evaluation. After group discussion and reflection, students were able to successfully incorporate the changes needed to improve their responsibility skills. Throughout the intervention, students were given opportunities to include their own personal goals.

Students showed more integrity and responsibility as the action research project progressed. Researchers rarely heard the excuse, "My mom didn't put it in my book bag." Unnecessary tattling decreased when students were held accountable for their actions. Students developed a respect and consideration when peers were speaking in class. Students were proud of their ability to check and self correct work prior to teacher review. Students were better able to keep track of their supplies and keep their work area neat. Some students were overly judgmental of their self evaluations, while others did not hesitate to view their responsibility skills in an overly optimistic manner. It was also noted that a few students were passive in all survey areas.

Parents support was positive throughout the research project. Parent comments concerning their children's growth and responsibility were consistent at every grade level. Parents surveys showed that thought, effort, and a realistic view of their child went into completing each of the questions for the targeted areas. Parents helped reinforce the continuance of responsibility skills from school to home. The researchers findings concur with the Gallup Poll (1992) survey stating that it's time for schools

to start teaching the fourth and fifth R's: Respect and Responsibility.

Based on the consensus of the teachers involved in the action research team, the project was successful and beneficial to all students involved in developing responsibility skills. It is our recommendation that student ownership of responsibility skills become a part of future curriculum at all grade levels. It is also recommended that responsibility skills be adapted to the grade level and maturity of the students involved. Skills may be introduced, deleted, or modified as determined by the students' needs. Teachers should have the flexibility and freedom to determine which responsibility skills should be introduced at appropriate intervals. The incorporation of responsibility skills needs to be a school wide policy, implemented on a daily basis, and given high priority. Students should be achieving consistent success or stability with skills that are initially introduced, before any new responsibilities are added. Students be actively involved in choosing additional responsibility skills when they feel ready. Skills introduced at school should be able to be reinforced at home. Positive reinforcement, feedback, and encouragement received from parents is an integral part of the successful implementation of this project. This home component, combined with adopted school curriculum will foster student ownership of responsibility skills a life long endeavor. The goal is for responsible students to become responsible adults.

Responsibility is doing what is right!

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Appendices

Appendix A
Permission Letter, Surveys,
and Observation

September, 1996

Dear Parents,

As part of my effort to improve responsibility at home and school, I am asking my students to participate in a limited school project.

Each student will use a daily checklist at school with a variety of additional supports to improve responsibility. They will be required to fill out their own checklist at the end of each day. I may be periodically video taping the students as they exhibit designated responsibilities. All information will be kept confidential and only used for this research project.

Please encourage your child with home responsibility. Your cooperation is important for this project to be successful. Please sign and return the permission slip by **Friday, September 6th**. If you have any questions, please feel free to contact me at Kirby School (532-3956).

Sincerely,

I give my permission for my son/daughter _____
to participate in the Student Responsibility in Home and School Environments Action Research Project at Kirby School during the 1996-97 school year. The focus of this Action Research Project is to enhance student's growth and responsibility at school and at home.

Parent's signature_____

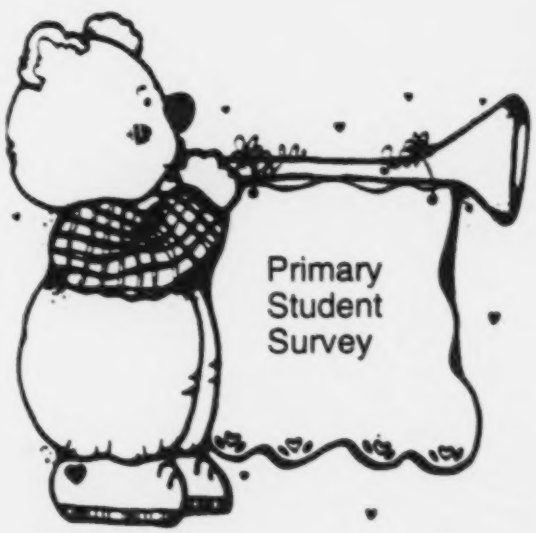
Thank you for allowing your child to participate in this study.

Student's name_____

Date: September November January

1= Frequently 2= Sometimes 3= Not yet

1. I make good choices of how to use my time in school.
2. I am a good listener.
3. I raise my hand when I want to say something.
4. I have all my supplies.
5. I have a clean desk/work area.
6. I finish all my work on time.
7. I check my work carefully.
8. I return my homework completed on time.



Student's comments: I think I am . . . _____

_____

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Student's name_____

Date: September November January

1= Frequently 2= Sometimes 3= Not yet

1. I make good choices of how to use my time in school.

   1 2 3

2. I am a good listener.

   1 2 3

3. I raise my hand when I want to say something.

   1 2 3

4. I have all my supplies.

   1 2 3

5. I have a clean desk/work area.

   1 2 3

6. I finish all my work on time.

   1 2 3

7. I check my work carefully.

   1 2 3

8. I return my homework completed on time.

   1 2 3

Student's comments: I think I am . . . _____

_____

_____

Student's name_____

Parent's name_____

Date: September November January

1= Frequently
2= Sometimes
3= Not yet

1. Uses time wisely

   1 2 3

2. Listens attentively/ follows directions

   1 2 3

3. Uses manners during conversations with others

   1 2 3

4. School/teacher communications brought home (notes, forms, newsletters, etc.)

   1 2 3

5. Organized study area

   1 2 3

6. Completes chores

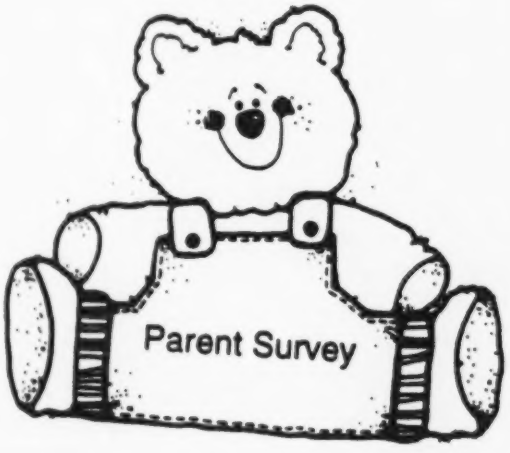
   1 2 3

7. Chores done appropriately

   1 2 3

8. Completes homework willingly

   1 2 3



Optional comments: I would like you to know this about my child . . .

_____

Student's name_____

Teacher's name_____

Date: September

Y = Yes
N = No
NA = Not applicable

1. Uses time wisely

Y N NA

2. Listens attentively/follows directions

Y N NA

3. Excessive/inappropriate talking

Y N NA

4. Prepared for class

Y N NA

5. Organized desk/work area

Y N NA

6. Completes assignments

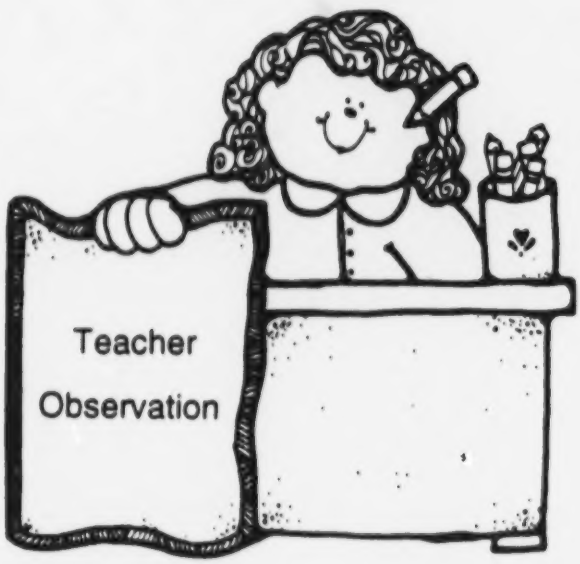
Y N NA

7. Works carefully and neatly

Y N NA

8. Homework completed on time

Y N NA



Additional Comments: This student is . . ._____

_____

Teacher Survey

Student's name_____

Teacher's name_____

Date: September November January

1= Frequently
2= Sometimes
3= Not yet

1. Uses time wisely

1 2 3

2. Listens attentively/follows directions

1 2 3

3. Chooses appropriate time to talk

1 2 3

4. Prepared for class

1 2 3

5. Organized desk/work area

1 2 3

6. Completes assignments

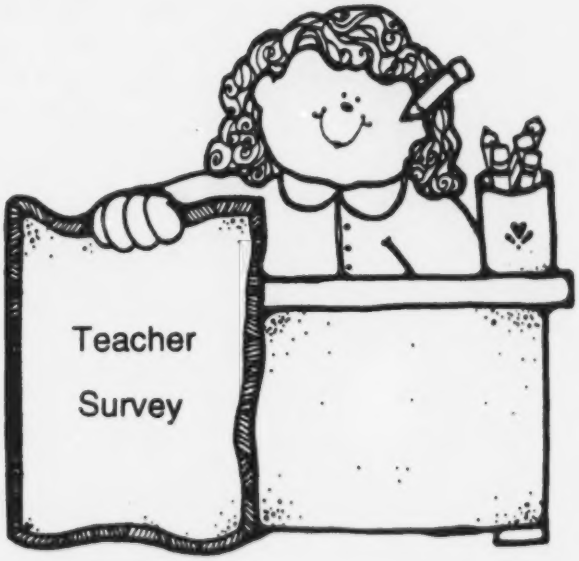
1 2 3

7. Works carefully and neatly

1 2 3

8. Homework completed on time

1 2 3



Additional Comments: This student is . . ._____

_____

Appendix B
Checklists

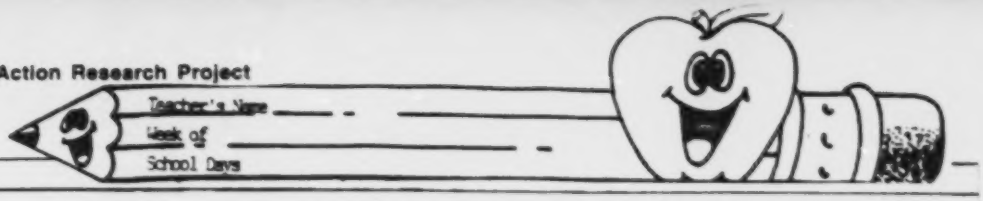
RESPONSIBILITY

is doing what is right!

_____ **is a Self-Manager**

	Rules to follow	Mon.	Tues.	Wed.	Thurs.	Fri.
1	I used my time wisely.					
2	I was a good listener.					
3	I raised my hand.					
4	I had a clean desk.					
5	I had all my supplies.					
6	I finished my work on time.					
7	I checked my work.					
8	I returned my homework.					
9						

Teacher Checklist for Action Research Project



	Student name	#1	#2	#3	#4	#5	#6	#7	#8	#9	Abs.	Comments
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
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_____, _____ _____, 19___
DAY MONTH DATE

Subject	Assignments	Date Due	Test Day
Reading			
English/ Language Arts			
Spelling			
Math			
Science			
Social Studies			

Things To Take Home

1. _____
2. _____
3. _____
4. _____
5. _____

Things To Bring To School

1. _____
2. _____

Messages

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ANS

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Ready for School Checklist

1. Dressed for the day
2. Homework/papers to be returned
3. Lunch
4. Library book when due
5. School bag

Now I am off to a good start!

Ready for School Checklist

1. Dressed for the day
2. Homework/papers to be returned
3. Lunch
4. Library book when due
5. School bag

Now I am off to a good start!

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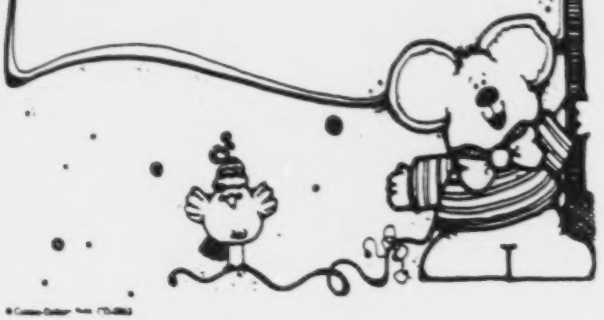
Intermediate grade supply list

CHECK THIS OUT !

pencil or pen	folders
red pen	homework
folders	notebook paper
textbook	spiral notebook
assignment notebook	lunch



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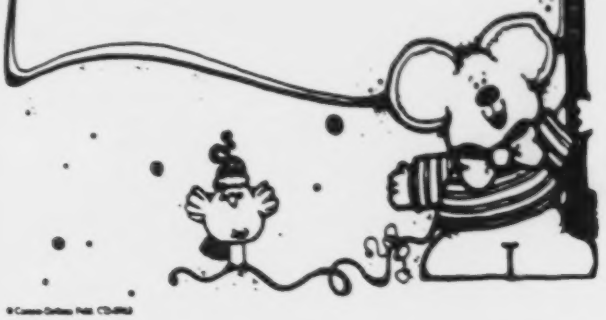
CHECK THIS OUT !

pencil or pen	folders
red pen	homework
folders	notebook paper
textbook	spiral notebook
assignment notebook	lunch



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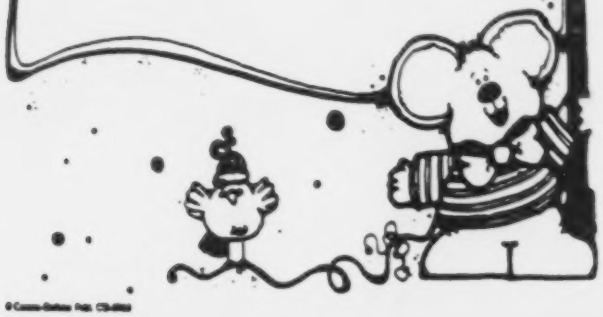
CHECK THIS OUT !

pencil or pen	folders
red pen	homework
folders	notebook paper
textbook	spiral notebook
assignment notebook	lunch



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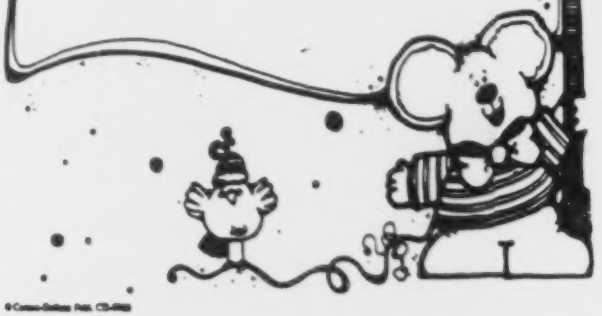
CHECK THIS OUT !

pencil or pen	folders
red pen	homework
folders	notebook paper
textbook	spiral notebook
assignment notebook	lunch



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Primary Printing Checklist

1. Are my letters touching the lines? _____
2. Did I leave space between my words? _____
3. Is my paper neat? _____

Primary Writing Checklist

1. Did I read my sentence to a friend? _____
2. Does my sentence sound right? _____
3. Does my sentence start with a capital? _____
4. Do I have a period or question mark at the end of my sentence? _____

Writing/Proofreading Checklist - Intermediate

___ Did I indent my paragraph(s)?
___ Did I check for correct spelling
___ Did I check for correct capitals and endings (. ? !)?
___ Did I write in complete sentences?
___ Is my writing neat?
___ Did I use transitions (Power 2 words)?
___ Did I use many interesting words (check Thesaurus)?
___ Do I have a good beginning (introduction), middle, and ending (conclusion)?
___ Is my story or paragraph interesting?

Writing/Proofreading Checklist - Intermediate

___ Did I indent my paragraph(s)?
___ Did I check for correct spelling
___ Did I check for correct capitals and endings (. ? !)?
___ Did I write in complete sentences?
___ Is my writing neat?
___ Did I use transitions (Power 2 words)?
___ Did I use many interesting words (check Thesaurus)?
___ Do I have a good beginning (introduction), middle, and ending (conclusion)?
___ Is my story or paragraph interesting?

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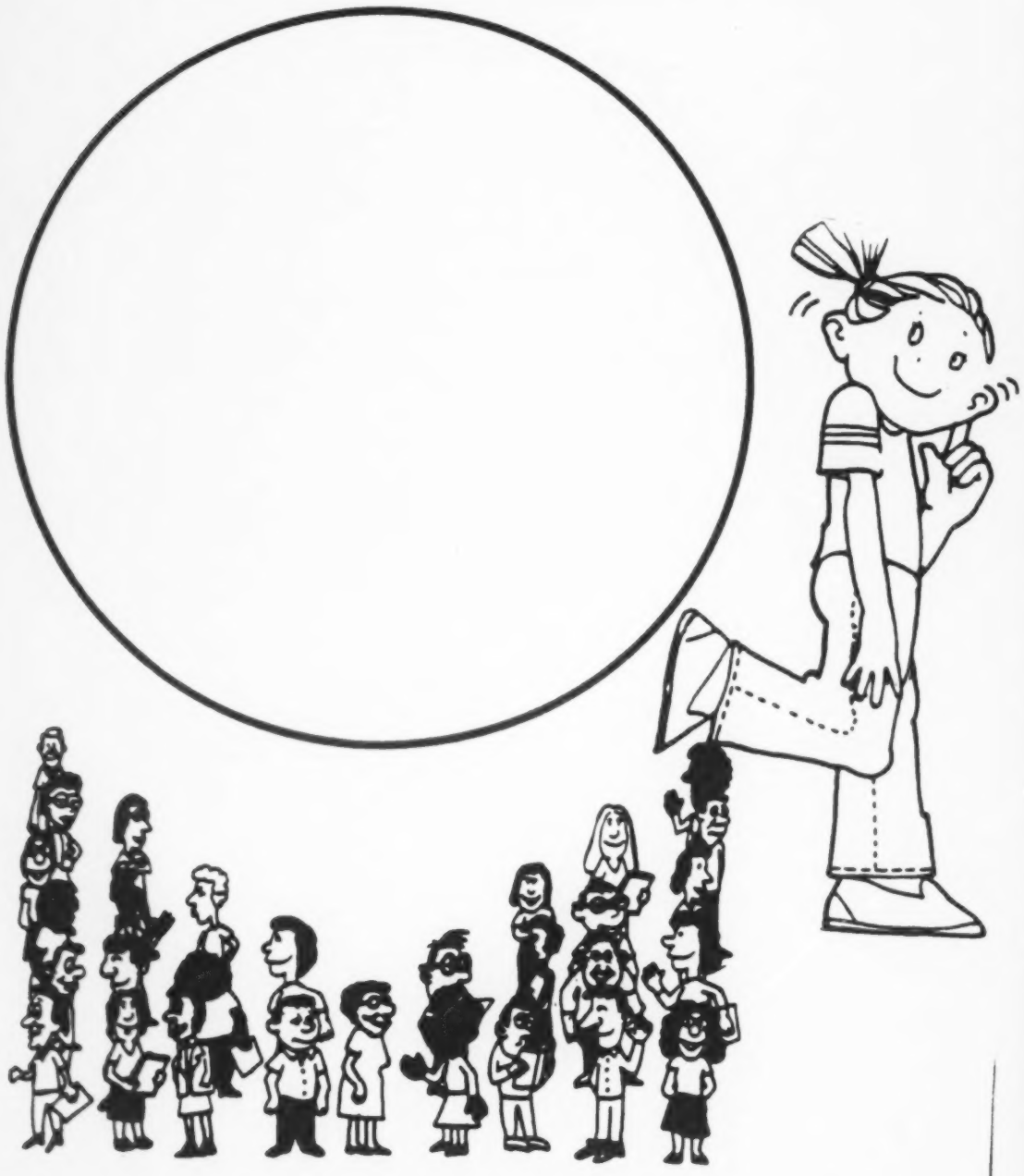
Appendix C
Graphic Organizers

Responsibility Pie

Myself, Friend, Teacher, Parent



T - Chart of students sharing feelings about being interrupted

Looks Like	Sounds Like

SKYLIGHT PUBLISHING

WEB
Thinking Skill: Analyzing Attributes

SKYLIGHT PUBLISHING

WEB

Thinking Skill: Analyzing Attributes

PMI

Thinking Skill: Evaluating

self evaluation/reflection

P+	
M–	
I?	

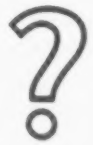
BRIGHT RED PUBLISHING

KWL

Thinking Skill: Predicting/Evaluating

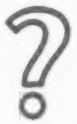
What We **Know**	What We **Want** to Find Out	What We **Learned**

SKYLIGHT PUBLISHING



Mrs. Potter's Questions

1. What were you supposed to do?
2. What did you do well?
3. What would you do differently next time?
4. Do you need any help?



SKYLIGHT PUBLISHING

Appendix D
Incentives

Improvement Award of the week

Presented to

For outstanding improvement in the area checked

- [ ] Accepting responsibility
- [ ] Taking part in class activities
- [ ] Being courteous
- [ ] Paying attention
- [ ] Taking care of books and materials
- [ ] Sharing, helping others
- [ ] Listening when others speak
- [ ] Being thoughtful of others
- [ ] Doing lessons and work on time
- [ ] Neatness in work
- [ ] Being cheerful
- [ ] Being friendly

Date Teacher

Improvement Award of the week

For outstanding improvement in the area checked

- [ ] Accepting responsibility
- [ ] Taking part in class activities
- [ ] Being courteous
- [ ] Paying attention
- [ ] Taking care of books and materials
- [ ] Sharing, helping others
- [ ] Listening when others speak
- [ ] Being thoughtful of others
- [ ] Doing lessons and work on time
- [ ] Neatness in work
- [ ] Being cheerful
- [ ] Being friendly

Improvement Award of the week

Improvement Award of the week

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Power Of Positive Student

name _____

teacher _____

Power Of Positive Student

name _____

teacher _____

Power Of Positive Student

name _____

teacher _____

Power Of Positive Student

name _____

teacher _____

(Student Name)

has earned a ticket to be first in line.

Date Teacher's Signature

(Student Name)

has earned a ticket to be first in line.

Date Teacher's Signature

(Student Name)

has earned a ticket to be first in line.

Date Teacher's Signature

(Student Name)

has earned a ticket to be first in line.

Date Teacher's Signature

(Student Name)

has earned a ticket to be first in line.

Date Teacher's Signature

(Student Name)

has earned a ticket to be first in line.

Date Teacher's Signature

(Student Name)

has earned a ticket to be first in line.

Date Teacher's Signature

(Student Name)

has earned a ticket to be first in line.

Date Teacher's Signature

BEST COPY AVAILABLE

(Student Name)

has earned a ticket to cut in line 1 time.

Date Teacher's Signature

(Student Name)

has earned a ticket to cut in line 1 time.

Date Teacher's Signature

(Student Name)

has earned a ticket to cut in line 1 time.

Date Teacher's Signature

(Student Name)

has earned a ticket to cut in line 1 time.

Date Teacher's Signature

(Student Name)

has earned a ticket to cut in line 1 time.

Date Teacher's Signature

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has earned a ticket to cut in line 1 time.

Date Teacher's Signature

(Student Name)

has earned a ticket to cut in line 1 time.

Date Teacher's Signature

(Student Name)

has earned a ticket to cut in line 1 time.

Date Teacher's Signature

(Student Name)

has earned a ticket to cut in line 1 time.

Date Teacher's Signature

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GOOD NEWS

I am doing well in

_____

because

_____

_____

_____

I need a little help in

_____

because

_____

_____

_____

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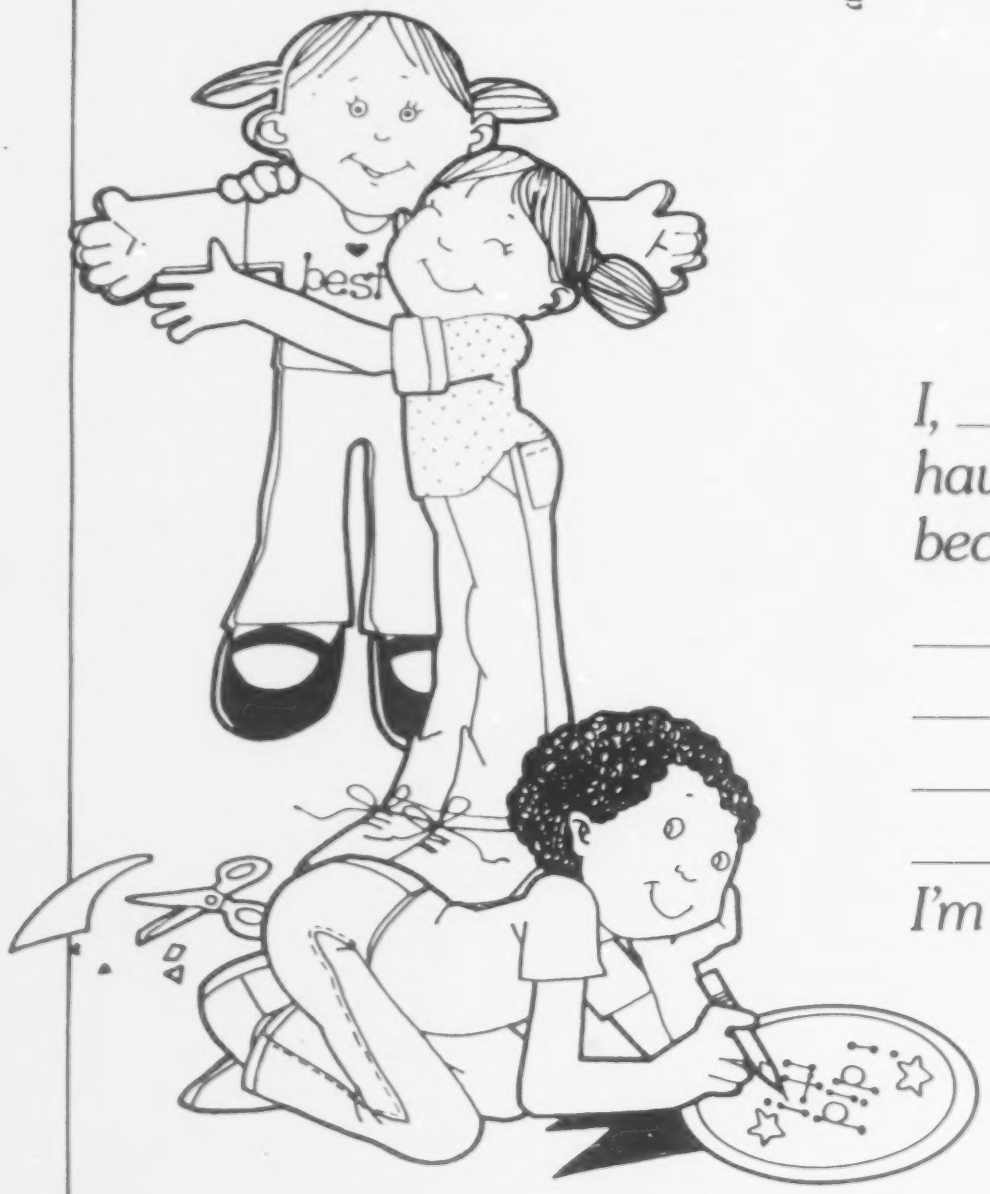

I DID IT!

I, _____ ,
have given myself this award because

_____

_____

_____

_____

I'm really glad I could do it!

_____

Signature

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I'm so proud
of you today
because

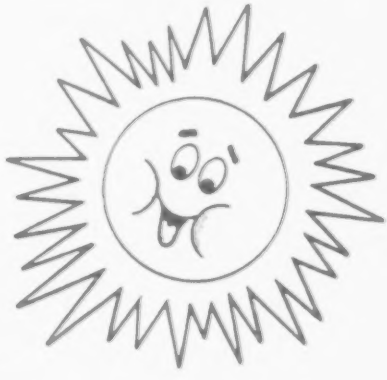
_____

_____

Signed_____ Date_____

_____

deserves a
big smile today because



_____

_____

Signed_____ Date_____

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Homework Passes

Passes are coordinated by season or holiday

Homework Passes

Passes are coordinated by season or holiday

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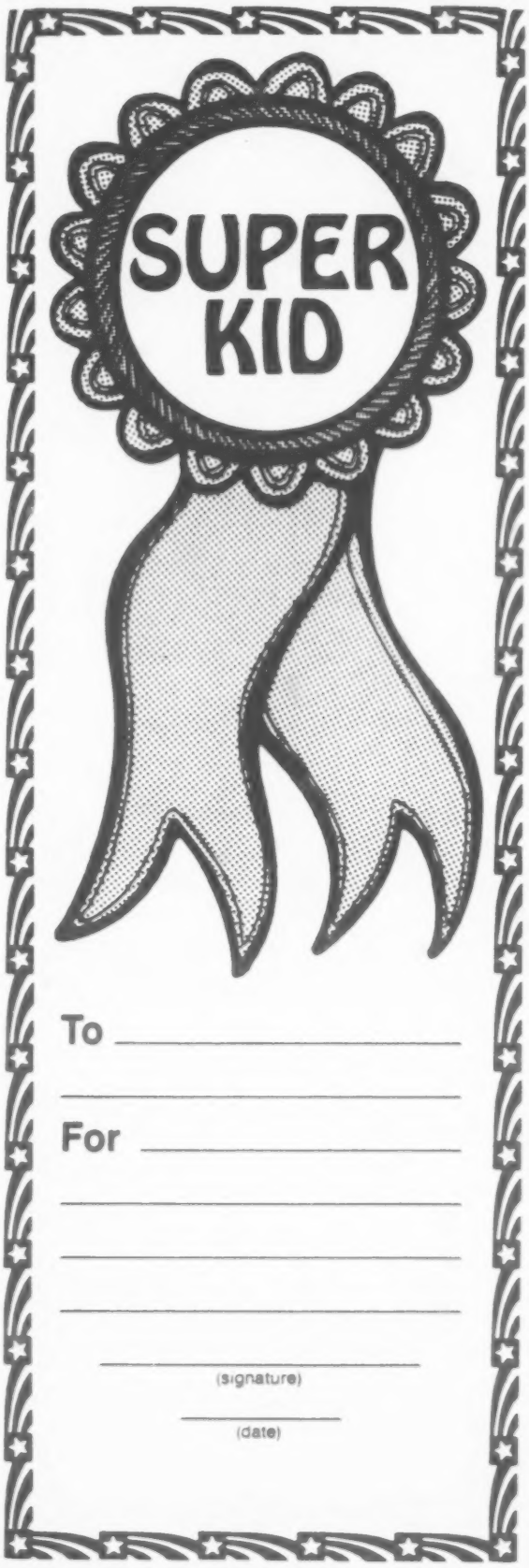

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The Primary Teacher's Pet
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ENORMOUS EFFORT AWARD

To _____

For _____ Date _____

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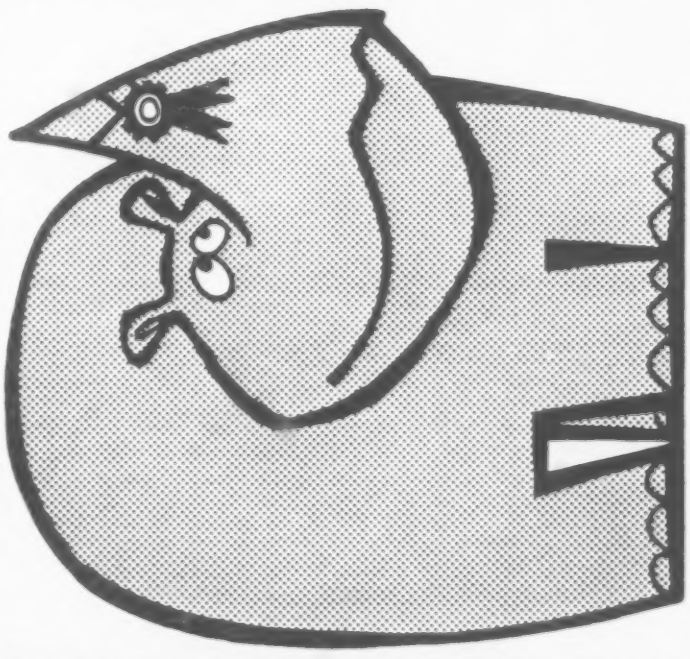

YOU'RE SHOWING
BIG
IMPROVEMENT!

To _____

For _____

_____ (signature)

_____ (date)

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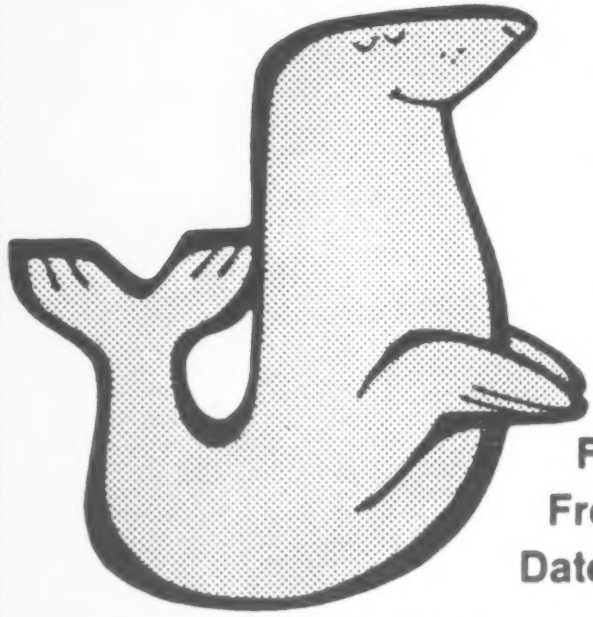

GREAT BEHAVIOR AWARD

To _____

For _____

From _____

Date _____

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CLEAN DESK AWARD

To _____

_____

For _____

_____

_____ _____

(signature) (date)

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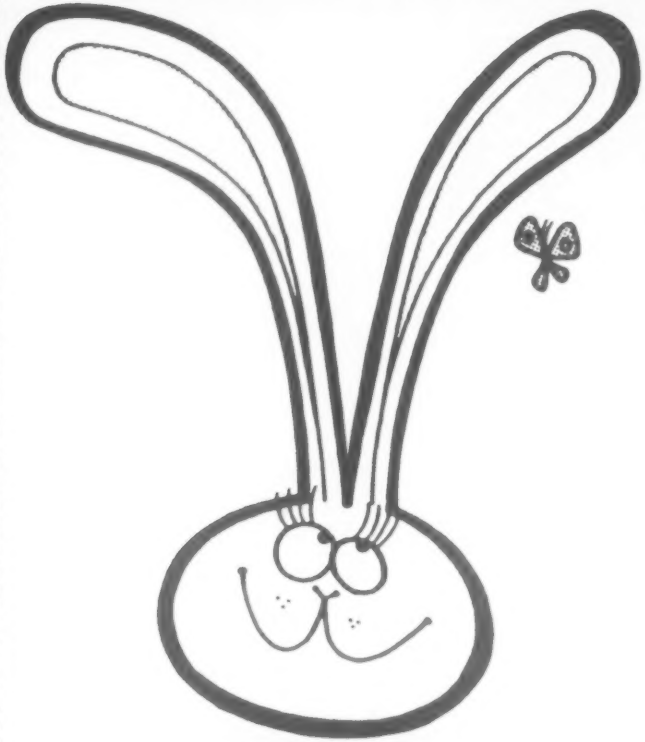

SUPER LISTENER

To _____

From _____

Date _____

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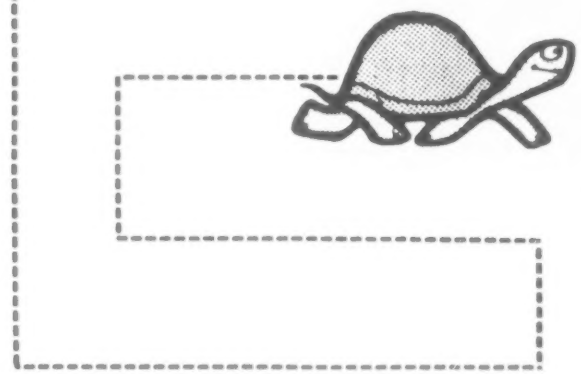

_____

(name)

CAN FOLLOW DIRECTIONS, AND I'M GLAD!

_____

(signature)

_____

(date)